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ABSTRACT

This final report discusses the outcomes of a research project that examined which training procedures lead to effective acquisition and generalization of social skills of students with serious emotional disturbances and behavior problems. Specifically, goals of the project were: (1) to determine the effectiveness and efficiency of five training procedures; (2) to develop a comprehensive training model for teaching social skills to adolescents with serious emotional disturbances; and (3) to evaluate the effectiveness and efficiency of the comprehensive training model. To achieve these purposes, six studies were conducted over a 4-year period. Studies one through five investigated the effects of five training variables (practice structures, fading of negative examples, instruction in self-contained vs. integrated groups of students, programmed maintenance and isolated skill training, and fading responses) on the acquisition, maintenance, and generalization of selected verbal social skills. In Study 6, a comprehensive training model that incorporates the results of the first five studies was designed and evaluated. The report lists each task activity during the four grant periods, followed by a brief description of what was accomplished. A list of manuscripts and presentations of the project is also included. (Author/CR)

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ED 410 722

Building a Model for Training SED Adolescents to Use and Generalize Verbal Social Skills: Final Report

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1. ABSTRACT

Social skill deficits form a salient characteristic of students with behavioral problems. Research evidence shows that school, home, vocational, and community success are contingent on controlling behavioral excesses and interacting appropriately with nonhandicapped persons. Improved social-interaction skills are of particular importance for young adolescents with serious behavior problems. These students are old enough to have been classified; all of them have social-skill deficits; yet, few of them receive any structured programming in the social skills area.

Although the need for, and benefits of, social skills training have been discussed widely by researchers and practitioners, the differential value of training methods and activities has not been determined clearly (Simpson, 1987). Research directed toward determining which training procedures lead to effective acquisition and generalization of social skills is a high priority. Thus, the purposes of the proposed research project are as follows:

1. to determine the effectiveness and efficiency of five training procedures,
2. to develop a comprehensive training model for teaching social skills to SED adolescents, and
3. to evaluate the effectiveness and efficiency of the comprehensive training model.

In order to achieve these purposes, six studies will be conducted over a 4-year period. Studies 1 through 5 have been designed to investigate the effects of five training variables. In Study 6, a comprehensive training model, which incorporates the results of the first five

studies, will be designed and evaluated. The research will be conducted in public middle and junior high schools. The subjects, SED adolescents, will receive training both in regular and self-contained settings.

2. PROJECT OBJECTIVES

The general purpose of this research proposal is to conduct a sequence of studies designed to investigate different parameters of social skills training so that training programs can be structured for maximum effectiveness. In the first five studies, five specific sets of variables will be evaluated against the acquisition, maintenance, and generalization of selected verbal social skills. In the sixth study, the variables which proved most effective in Studies 1-5 will be combined and evaluated as a training package.

Specific Purpose

In accordance with our general purpose, the following specific research studies will be conducted:

Research Study 1 was designed to compare the effects of four practice structures on the acquisition, maintenance, and generalization of verbal social skills. Following skill instruction, students will practice skills under each of the following four conditions: (1) massed practice to criterion; (2) massed practice, (3) limited practice, and (4) natural practice.

Research Study 2 was designed to compare four instructional conditions on the acquisition, maintenance, and generalization of verbal social skills. Students will

receive skill instruction under each of the following four conditions: (1) three-step fading of negative examples, (2)

two-step fading of negative example, (3) negative examples without fading, and (4) no negative examples.

Research Study 3 was designed to compare the effects of two types of trainee groups on the acquisition, maintenance and generalization of verbal social skills. Students will receive skill instruction both in self-contained and integrated groups of students.

Research Study 4 was designed to compare the effects of programmed maintenance and isolated skill training on the acquisition, maintenance, and generalization of verbal social skills.

Research Study 5 was designed to compare the effects of three instructional conditions on the acquisition, maintenance, and generalization of verbal social skills. Students will receive instruction under each of the following three conditions: (a) fading both response antecedents and responses, (b) fading response antecedents only, and (c) fading responses only.

Research Study 6 was designed to evaluate the effectiveness of a social skills training program which incorporates the conditions proven most effective in Studies 1-5. Program effectiveness will be measured against the acquisition, maintenance, and generalization of verbal social skills.

Each research study has been analyzed to produce a list of activities, the performance of which will lead to completion of the study. This list of research activities forms the basis of our (a) management plan, (b) schedule of timelines, and (c) evaluation plan. In the

following table, activities are listed along with the projected time of implementation and completion.

3. ACCOMPLISHMENTS

Our progress through the four grant periods was consistent with the timelines specified in our original management plan. Following is a list which includes each task activity, followed by a brief description of what has been accomplished.

1. Preparation for Research

1.1 Determine sites. Regional special education administrators were contacted and exploratory meetings were held. Sites which offered excellent administrative and faculty support were selected for the present project period.

1.2 Advertise for observers. Advertisements for data collectors were placed in newspapers and job-search agencies in cities and towns close to our research sites.

1.3 Interview observers. A job application, interview form, and evaluation matrix were developed for the interviewing process. Approximately 20 persons were interviewed for the four data-collector positions.

1.4 Hire observers. Four persons were hired to fill the data collector positions.

1.5 Obtain parental permission for Study 1. Permission letters were sent home with potential subjects and permission was obtained for all subjects.

1.6 Develop observation system. A mutually-exclusive and exhaustive set of codes was determined to assess the verbal behaviors to be addressed. Codes were applied to the Epson HX20 computer system for data collection.

1.7 Operationally define behavior. Operational definitions were written for each category of behavior. Extensive lists of examples and nonexamples were generated for each category.

1.8 Write observation rules. Detailed observation guidelines were developed for data collectors. Guidelines were designed to promote unobtrusive observation and to decrease reactivity to observers.

1.9 Make video training tapes. College students were used to make school-related video tapes which featured the use of verbal skills to be trained. Additional tapes of adolescents in classroom settings were made.

1.10 Review and finalize skill definitions. Using feedback from teachers and trainees who have used the verbal social skills curriculum, skill definitions were modified.

1.11 Review and finalize skill rules. Using feedback from teachers and trainees who have used the verbal social skills curriculum, skill rules were modified.

1.12 Review and finalize skill lessons. Using feedback from teachers and trainees who have used the verbal social skills curriculum, skill lessons were modified.

1.13 Review and finalize rating scales for teachers, peers, and subjects. Using feedback from teachers and students who have used our rating scales, the scales were modified.

1.14 Write parent rating scale. Using the same format as in the teacher rating scale, a parent rating scale was designed.

1.15 Review and finalize correction procedures for training. Using feedback from teachers who have used the verbal social skills curriculum and the correction-procedure literature, a sequence of questions and statements was written and tested for use when student errors are made.

1.16 Review and finalize maintenance procedures. Maintenance procedures were modified to promote conversational delivery and consistency across lessons.

1.17 Review and finalize lesson evaluation forms. Evaluation forms were expanded to include training and preparation time. Teachers also are asked to provide anecdotal information on each research condition.

1.18 Develop mailing list. A mailing list containing university special education departments and student CEC chapters has been developed.

2. Conduct Study

2.1 Train observers. Observers were trained to collect data using the Epson HX20 computer. Training took 6 weeks.

2.2 Obtain initial interobserver agreement. Agreement scores of 80% or better for three consecutive sessions were obtained across observers for each category of behavior.

2.3 Provide teachers with training materials. Teachers participating in Study 1 were given copies of the teaching scripts, the curriculum manual, the rating scales, and videotapes of program implementation.

2.4 Train teachers. Teachers were trained using a model-lead-test format.

2.5 Obtain teacher implementation mastery. Teachers remained in training until each one performed the teaching scripts and correction procedures at a mastery level.

2.6 Determine research and observation schedule. Schedules were outlined for social skills training and data collection both during training and outside of training.

2.7 Modify lessons for selected skills to reflect experimental conditions. The target verbal social skills were assigned randomly to research conditions and the lessons for each skill were modified to reflect the appropriate research condition.

2.8 Implement study. The study, beginning with the collection of baseline data, began January 7, 1991.

2.9 Collect baseline data. Baseline data were collected between January 7th and January 27th.

2.10 Implement treatment. Treatment was initiated on January 28th and concluded in May.

2.11 Collect ongoing data. Data were collected on a daily basis throughout training and final follow-up.

2.12 Conduct fidelity-to-treatment checks. Fidelity to treatment checks were conducted weekly in each classroom throughout training.

2.13 Retrain teachers as necessary. A model and practice format was implemented for any teaching behavior which was not rated as performed at mastery level during fidelity to treatment checks.

2.14 Collect initial follow-up data. Initial follow-up data were collected in April, following completion of treatment.

2.15 Collect final follow-up data. Final follow-up data were collected in May.

2.16 Conduct ongoing observer reliability. Observer reliability was conducted on an ongoing basis for 20% of the observation sessions. Reliability for all categories of behavior maintained at 80% or better.

2.17 Collect completed lesson evaluation forms. Lesson evaluation forms were collected from each teacher at the end of each week.

2.18 Analyze data. Data were transferred to floppy disc and edited on an ongoing basis. An initial statistical analysis was completed.

2.19 Write papers for publication. Two research papers were written. One has been published and the other is being revised to accommodate reviewer feedback.

2.20 Submit papers for conference presentation. Proposals were submitted to two national conferences: (a) Association for Behavior Analysis and (b) Commonwealth Institute Annual Conference on Children and Adolescents with Serious Emotional Disturbance. Both proposals were accepted and the presentations were made.

2.21 Send results to advisory board. A report including the results of Study 1 and the implications of these results were prepared for the Advisory Board.

2.22 Hold weekly progress meetings. Meetings between Diane Deitz and Diane Ormsby were held at least weekly. Meetings between Diane Ormsby and the data collectors were held at least weekly.

2.23 Prepare manual. A manual for teachers who participated in Studies 2 and 3 was prepared.

2.24 Write and disseminate newsletter. An initial newsletter was designed and disseminated.

3. Conduct Study 2

3.1 Determine sites. Regional special education administrators were contacted and exploratory meetings were held. Sites which offered excellent administrative and faculty support were selected.

3.2 Obtain parental permission for Study 2. Permission letters were sent home with potential subjects and permission was obtained for all subjects.

3.3 Train observers. Observers were trained to collect data using the Epson HX20 computer. Training took 6 weeks.

3.4 Obtain initial interobserver agreement. Agreement scores of 80% or better for three consecutive sessions were obtained across observers for each category of behavior.

3.5 Provide teachers with training materials. Teachers participating in Study 2 were given copies of the teaching scripts, the curriculum manual, the rating scales, and videotapes of program implementation.

3.6 Train teachers. Teachers were trained using a model-lead-test format.

3.7 Obtain teacher implementation mastery. Teachers remained in training until each one performed the teaching scripts and correction procedures at a mastery level.

3.8 Determine research and observation schedule. Schedules were outlined for social skills training and data collection both during training and outside of training.

3.9 Modify lessons for selected skills to reflect experimental conditions. The target verbal social skills were assigned randomly to research conditions and the lessons for each skill were modified to reflect the appropriate research condition.

3.10 Implement study. Study 2, beginning with the collection of baseline data, began September 30th.

3.11 Collect baseline data. Baseline data were collected between September 30th and October 11th.

3.12 Implement treatment. Treatment was initiated on October 21st.

3.13 Collect ongoing data. Data collection occurred on a daily basis and continued throughout training and final follow-up.

3.14 Conduct fidelity-to-treatment checks. Fidelity-to-treatment checks were conducted weekly in each classroom throughout training.

3.15 Retrain teachers as necessary. A model and practice format was implemented for any teaching behavior which was not performed at mastery level during fidelity-to-treatment checks.

3.16 Collect initial follow-up data. Initial follow-up data were collected in December, following completion of treatment.

3.17 Collect final follow-up data. Final follow-up data were collected in January.

3.18 Conduct ongoing observer reliability. Observer reliability was conducted on an ongoing basis for 20% of the observation sessions. Reliability for all categories of behavior maintained at 80% or better.

3.19 Collect completed lesson evaluation forms. Lesson evaluation forms were collected from each teacher at the end of each week of training.

3.20 Analyze data. Data were transferred to floppy disc and edited on an ongoing basis. Initial statistical analyses were completed.

3.21 Write paper for publication. A manuscript reporting the research conducted for Study 2 was written.

3.22 Submit papers to present at conferences. Because of limited travel funds, a proposal was submitted only to one conference. This proposal was accepted and a research paper was presented at the national conference of Applied Behavior Analysis.

3.23 Send results to advisory board. A report including the results of Study 2 and the implications of these results was sent to the Advisory Board in August.

3.24 Hold weekly progress meetings. Meetings between Diane Deitz and Diane Ormsby were held at least weekly. Meetings between Diane Ormsby and the data collectors were held at least weekly.

3.25 Prepare manual. A manual for teachers who will participate in Study 3 was prepared.

4. Conduct Study 3

4.1 Determine sites. Regional special education administrators were contacted and exploratory meetings were held. Sites which offered excellent administrative and faculty support were selected for Study 3.

4.2 Obtain parent permission. Parent permission was obtained for all subjects.

4.3 Retrain observers. Observers were trained to collect data using the Epson HX20 computer. Training took two weeks.

4.4 Obtain initial interobserver agreement. Agreement scores of 80% or better for three consecutive sessions were obtained across observers for each category of behavior.

4.5 Provide teachers with training materials. Teachers participating in Study 3 were given copies of the teaching scripts, the curriculum manual, the rating scales, and videotapes of program implementation.

4.6 Train teachers. Teachers were trained using a model-lead-test format.

4.7 Obtain teacher implementation mastery. Teachers remained in training until each one performed the teaching scripts and correction procedures at a mastery level.

4.8 Determine research and observation schedule. Schedules were outlined for social skills training and data collection both during training and outside of training.

4.9 Modify lessons for selected skills to reflect experimental conditions. The target verbal social skills were assigned randomly to research conditions and the lessons for each skill were modified to reflect the appropriate research condition.

4.10 Implement study. Study 3, beginning with the collection of baseline data, began in January, 1992.

4.11 Collect baseline data. Baseline data were collected between January 7th and January 27th.

4.12 Implement treatment. Treatment for Study 3 was initiated in February.

4.13 Collect ongoing data. Data collection occurred on a daily basis and continued throughout training and final follow-up.

4.14 Conduct fidelity-to-treatment checks. Fidelity-to-treatment checks were conducted weekly in each classroom.

4.15 Retrain teachers as necessary. A model and practice format was implemented for any teaching behavior which was not performed at mastery level during fidelity-to-treatment checks.

4.16 Collect initial follow-up data. Initial follow-up data were collected in April, following completion of treatment.

4.17 Collect final follow-up data. Final follow-up data were collected in May.

4.18 Conduct ongoing observer reliability. Observer reliability was conducted on an ongoing basis for 20% of the observation sessions. Reliability for all categories of behavior maintained at 80% or better.

4.19 Collect completed lesson evaluation forms. Lesson evaluation forms were collected from each teacher at the end of each week of training.

4.20 Analyze data. Data were transferred to floppy disc and edited on an ongoing basis. Data were analyzed during the summer of 1992.

4.21 Write paper for publication. A paper reporting on Study 3 has been written.

4.22 Submit papers to present at conferences. A proposal was submitted to and accepted for presentation at the national Association for Behavior Analysis Conference.

4.23 Send results to advisory board. A report including the results of Study 3 and the implications of these results were sent to the Advisory Board.

4.24 Hold weekly progress meetings. Meetings between Diane Deitz and Diane Ormsby were held at least weekly. Meetings between Diane Ormsby and the data collectors were held at least weekly.

4.25 Prepare manual. A manual for teachers who will participate in Studies 4 and 5 was prepared in August, 1992.

4.26 Write and disseminate newsletter. A newsletter reporting on the research conducted during Year 2 was written and disseminated.

5. Conduct Study 4

5.1 Determine sites. Regional special education administrators were contacted and exploratory meetings were held. Sites with strong faculty and administrative support were selected for Study 4.

5.2 Obtain parental permission for Study 4. Permission letters were sent home with potential subjects and permission was obtained for all subjects.

5.3 Train observers. Observers were trained to collect data on portable microcomputers. Training took 4 weeks.

5.4 Obtain interobserver agreement. Agreement scores of 80% or better for three consecutive sessions were obtained for each category of behavior to be recorded.

5.5 Provide teachers with training materials. Teachers participating in Study 4 were given copies of the teaching scripts, the curriculum manual, the rating scales, and videotapes of program implementation.

5.6 Train teachers. Teachers were trained using a model-lead-test format.

5.7 Obtain teacher implementation mastery. Teachers remained in training until each one performed the teaching scripts and correction procedures at a mastery level.

5.8 Determine research and observation schedule. Schedules were outlined for social skills training and data collection both during training and outside of training.

5.9 Modify lessons for selected skills to reflect experimental conditions. The target verbal social skills were assigned randomly to research conditions and the lessons for each skill were modified to reflect the appropriate research condition.

5.10 Implement study. Study 4, beginning with the collection of baseline data, began in September, 1992.

5.11 Collect baseline data. Baseline data were collected beginning in September and concluding October 16th, 1992.

5.12 Implement treatment. Treatment was initiated on October 19th.

5.13 Collect ongoing data. Data collection was ongoing on a daily basis and continued throughout training and final follow-up.

5.14 Conduct fidelity-to-treatment checks. Fidelity-to-treatment checks were conducted weekly in each classroom throughout training.

5.15 Retrain teachers as necessary. A model and practice format was implemented for any teaching behavior which was not performed at mastery level during fidelity-to-treatment checks.

5.16 Collect initial follow-up data. Initial follow-up data were collected in December, following completion of treatment.

5.17 Collect final follow-up data. Final follow-up data were collected in January, 1993.

5.18 Conduct ongoing observer reliability. Observer reliability was conducted on an ongoing basis for 20% of the observation sessions. Reliability for all categories of behavior maintained at 80% or better.

5.19 Collect completed lesson evaluation forms. Lesson evaluation forms were collected from each teacher at the end of each week of training.

5.20 Analyze data. Data were transferred to floppy disc and edited on an ongoing basis. Data were analyzed in February, 1993.

5.21 Write paper for publication. A manuscript was written in the spring of 1993.

5.22 Submit papers to present at conferences. Proposals were submitted to and accepted for presentation at the national conference of the Association for Behavior Analysis and the Virginia Beach Conference on Children and Adolescents with Emotional and Behavior Disorders.

5.23 Send results to advisory board. A report including the results of Study 4 and the implications of these results was sent to the Advisory Board in August.

5.24 Hold weekly progress meetings. Meetings between Diane Deitz and Diane Ormsby were held at least weekly. Meetings between Diane Ormsby and the data collectors were held at least weekly.

5.25 Prepare manual. A manual for teachers who will participate in Study 5 was prepared during the fall of 1992.

6. Conduct Study 5

6.1 Determine sites. Regional special education administrators were contacted and exploratory meetings were held. Sites with strong administrative and faculty support were selected for Study 5.

6.2 Obtain parent permission. Parent permission was obtained for all subjects.

6.3 Retrain observers. Observers were trained to collect data using portable microcomputers.

6.4 Obtain initial interobserver agreement. Agreement scores of 80% or better for three consecutive sessions were obtained across observers for each category of behavior.

6.5 Provide teachers with training materials. Teachers participating in Study 5 were given copies of the teaching scripts, the curriculum manual, the rating scales, and videotapes of program implementation.

6.6 Train teachers. Teachers were trained using a model-lead-test format.

6.7 Obtain teacher implementation mastery. Teachers remained in training until each one performed the teaching scripts and correction procedures at a mastery level.

6.8 Determine research and observation schedule. Schedules were outlined for social skills training and data collection, both during training and outside of training.

6.9 Modify lessons for selected skills to reflect experimental conditions. The target verbal social skills were assigned randomly to research conditions and the

lessons for each skill were modified to reflect the appropriate research condition.

6.10 Implement study. Study 5, beginning with the collection of baseline data began in January, 1993.

6.11 Collect baseline data. Baseline data were collected between January 11 and January 29, 1993.

6.12 Implement treatment. Treatment for Study 5 was initiated in February, 1993.

6.13 Collect ongoing data. Data were collected on a daily basis throughout training and final follow-up.

6.14 Conduct fidelity-to-treatment checks. Fidelity-to-treatment checks were conducted weekly in each classroom.

6.15 Retrain teachers as necessary. A model and practice format was implemented for any teaching behavior not rated as performed at mastery level during fidelity-to-treatment checks.

6.16 Collect initial follow-up data. Initial follow-up data were collected in April, following completion of treatment.

6.17 Collect final follow-up data. Final follow-up data were collected in May, 1993.

6.18 Conduct ongoing observer reliability. Observer reliability was conducted on an ongoing basis for 20% of the observation sessions. Reliability for all categories of behavior maintained at 80% or better.

6.19 Collect completed lesson evaluation forms. Lesson evaluation forms were collected from each teacher at the end of each week of training.

6.20 Analyze data. Data were transferred to floppy disc and edited on an ongoing basis. Statistical analysis was completed in July, 1993.

6.21 Write papers for publication. A manuscript reporting the results of Studies 4 and 5 was prepared.

6.22 Submit papers to present at conferences. Proposals were submitted to two national conferences.

6.23 Send results to advisory board. A report including the results of Study 5 and the implications of these results was sent to the Advisory Board.

7. Conduct Study 6

7.1 Determine sites. Sites which met the criteria for site selection were determined.

7.2 Obtain parent permission. Letters were sent home with potential subjects and permission was obtained for all participants.

7.3 Retrain observers. Observers were trained to collect data on response categories using portable Bondwell computers. Training took 4 weeks.

7.4 Obtain interobserver agreement. Agreement scores of 80% or better for three consecutive sessions were obtained across observers.

7.5 Provide teachers with training materials. Teachers participating in Study 6 were given copies of the teaching scripts, the curriculum manual, rating scales, and videotapes of program implementation.

7.6 Train teachers. Teachers were trained using a model-lead-test format.

7.7 Obtain teacher implementation mastery. Teachers demonstrated mastery when performing teaching scripts and correction procedures.

7.8 Determine research and observation schedule. Schedules were outlined for social skills training and data collection.

7.9 Modify lessons to reflect results of Studies 1-5. Curriculum lessons were modified to reflect the results of previously conducted Studies 1-5.

7.10 Implement study. Study 6, beginning with the collection of baseline data, began October, 1993.

7.11 Collect baseline data. Baseline data were collected in the fall of 1993.

7.12 Implement treatment. Treatment was initiated in January, 1994.

7.13 Collect ongoing data. Data were collected on a daily basis throughout training and final follow-up.

7.14 Conduct fidelity-to-treatment checks. Fidelity-to-treatment checks were conducted weekly in each classroom throughout training.

7.15 Retrain teachers as necessary. A model and practice format was implemented for any teaching behavior which was not performed at mastery level during FTT checks.

7.16 Collect attendance data. Attendance data were collected weekly for each participant from October, 1993-June, 1994.

7.17 Collect suspension data. Suspension data were collected weekly for each participant from October, 1993-June, 1994.

7.18 Collect student records. Additional data were collected weekly for each participant from October, 1993-June, 1994.

7.19 Collect initial follow-up data. Initial follow-up data were collected in April, 1994, following completion of treatment.

7.20 Collect final follow-up data. Final follow-up data were collected in May, 1994.

7.21 Conduct ongoing reliability checks. Observer reliability was conducted on an ongoing basis for 20% of the observation sessions. Reliability for all categories of behavior was maintained at 80% or better.

7.22 Collect completed lesson evaluation forms. Lesson evaluation forms were collected from each teacher at the end of each week of training.

7.23 Analyze data. Data were transferred to floppy disc and edited on an ongoing basis. Statistical analyses were conducted in the summer of 1994.

7.24 Write papers for publication. Two manuscripts reporting the results of Study 6 were written and submitted for publication.

7.25 Submit papers to present at conferences. Proposals have been submitted to two national conferences that will be held in 1995.

7.26 Send results to Advisory Board. A report including the results of Study 6 and implications of these results was sent to the Advisory Board.

7.27 Hold meetings at least weekly to review progress. Meetings between Diane Deitz and Diane Ormsby were held at least weekly. Meetings between Diane Ormsby and the data collectors were held at least weekly during data collection.

7.28 Prepare and disseminate comprehensive manual. A comprehensive manual to accompany the revised curriculum has been prepared and dissemination was initiated.

8. Additional Dissemination

8.1 Make videotape. A videotape to accompany the curriculum and manual has been made. We are in the process of completing a professional videotape to further enhance dissemination.

8.2 Write final reports. The final report for this field-initiated research grant was written and is included.

We have addressed all the grant activities included in the proposal. The following activities have been initiated to further enhance dissemination of the social skills curriculum based on project results.

9. Enhance Dissemination

9.1 Incorporate all research results in the curriculum. The curriculum was revised to incorporate the results of all research studies conducted.

9.2 Incorporate teacher feedback. The curriculum was revised to reflect teacher feedback.

9.3 Incorporate student feedback. The curriculum was revised to reflect student feedback gathered through interviews.

9.4 Write curriculum introduction. An introduction, which includes summaries of our research and field testing, was written for the curriculum manual.

9.5 Initiate publication of the curriculum. We have formatted parts of the curriculum for publishers to review and are in the early stages of talking with publishers.

Summary of Manuscripts and Presentations

Deitz, D. E. D., & Ormsby, D. E. (1992). A comparison of the verbal social behavior of adolescents with behavior disorders and regular class peers. Behavior Modification, 16, 504-524.

Deitz, D. E. D., & Ormsby, D. E. (May, 1992). An analysis of the effects of four practice conditions on the acquisition, maintenance, and generalization of verbal social skills of adolescents with behavioral disorders. Presented at the International Convention of the Association for Behavior Analysis, San Francisco, CA. Manuscript in progress.

Deitz, D. E. D., & Ormsby, D. E. (May, 1991). An analysis of teacher and peer responding to positive-feedback statements of behavior disordered and regular class adolescents. Presented at the International Convention of the Association for Behavior Analysis, Atlanta, GA. Manuscript in progress.

Deitz, D. E. D., & Ormsby, D. E. (October, 1991). Observational analysis and training of the verbal social skills of adolescents with serious behavioral disorders. Presented at the National Conference on Multiple Perspectives on Children and Adolescents with Serious Emotional Disturbance, Virginia Beach, VA.

Ormsby, D. E., & Deitz, D. E. D. (1994). A comparison of peer verbal responses directed toward behaviorally disordered and nonhandicapped adolescents. Journal of Behavioral Education, 4.

Ormsby, D. E., & Deitz, D. E. D. The effects of structured social-skills training on the verbal aggression of adolescents with behavioral disorders. Manuscript submitted for publication.

Deitz, D. E. D., & Ormsby, D. E. The effects of including peers without handicaps in the social skills training of adolescents with emotional and behavioral disorders. Manuscript submitted for publication.

Deitz, D. E. D., & Ormsby, D. E. Teaching verbal social skills to adolescents with emotional and behavioral disorders. Manuscript submitted for publication.

Deitz, D. E. D., & Ormsby, D. E. (1993, Oct.). The effects of including students without handicaps in the social skills training of adolescents with emotional and behavior disorders. Paper presented at the Virginia Beach Conference on Children and Adolescents with Emotional or Behavior Disorders in Virginia Beach, VA.

Deitz, D. E. D., & Ormsby, D. E. (May, 1990). A comparison of the verbal social behavior of SED and regular class adolescents. Paper presented at the national convention of the Association for Behavior Analysis, Nashville, TN.

Ormsby, D. E., & Deitz, D. E. D. (May, 1990). A comparison of the verbal social responding of peers directed toward SED and regular class adolescents. Paper presented at the national convention of the Association for Behavior Analysis, Nashville, TN.

Ormsby, D. E., & Deitz, D. E. D. (April, 1990). Teaching verbal social skills to SED adolescents. Paper presented at the national conference of the Council for Exceptional Children in Toronto, Canada.

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